DOCUMENT RESUME

ED 201 373 JC 810 282

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TITLE Clark County Community College Students: Highlights from a Survey of their Backgrounds, Activities, Ratings of Skills, Use of Support Services, and Educational Attainments.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE Apr 81
NOTE 56p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Community Colleges; Educational Background; Outcomes of Education; *Participant Satisfaction; Reading Skills; Self Evaluation (Individuals); *Student Behavior; *Student Characteristics; Student Personnel Services; Student Teacher Relationship; Study Skills; Two Year Colleges; *Two Year College Students; Writing Skills
IDENTIFIERS *Clark County Community College NV

ABSTRACT

This series of 15 brief reports summarizes findings for a survey of 564 Clark County Community College students which was conducted in Spring 1981 to determine: (1) student characteristics and educational background; (2) student usage of campus support services; (3) student ratings of their abilities in eight academic skill areas; (4) the extent of students' participation in academic and intellectual activities indicative of their quality of effort; and (5) student opinions concerning the degree to which the college experience has been intellectually and vocationally rewarding. The first nine reports examine findings as they relate to quality of student effort in studying class material, using the library, contacting faculty, honing reading and writing skills, completing science lab and occupational class activities, and maintaining an intellectual interest in the arts and sciences. Report #10 and #11 correlate 13 personal and background characteristics with these quality of effort measures and with student perceptions of the benefits of their college experience. Reports #12, #13, and #14 correlate student ratings of their Academic abilities with their use of support services, their their course completion rates in eight specified subject areas. The survey instrument and raw data are presented in Report #15. (JP).

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CLARK COUNTY COMMUNITY COLLEGE STUDENTS

Highlights from a Survey of Their Backgrounds, Activities, Ratings of Skills, Use of Support Services, and Educational Attainments

April 1981

Jack Friedlander

Center for the Study of Community Colleges

JC 810 282

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In the Spring of 1981, a cross-section of 564 Clark County Community College students answered a questionnaire about their use "during the current school year" of major campus facilities and opportunities for learning and development. They also rated their skills in different areas, indicated whether or not they used various college support services, and reported the extent to which they felt they had gained or made progress "in college up to now" toward a variety of educational goals.

The questionnaire was administered in 40 class sections. The class sections represented a cross-section of courses offered at Clark County. Highlights of the information from Clark County Community College are presented in a series of brief reports as follows:

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QUALITY OF STUDENT EFFORT

IN COURSE LEARNING

In the Community College Student Experiences Survey, filled out by a cross-section of 564 students at Clark County Community College in the Spring of 1981, one of the topics focused on activities related to classroom learning. There were eight activities listed. Students indicated about how often they had engaged in each activity in a particular course in which they were enrolled. The activities ranged along a dimension intended to reflect increased levels of cognitive effort--from relatively simple activities such as taking notes, or underlining points in the text, to higher-level learning activities such as summarizing major points and information in class readings or notes, or trying to explain the material to another person. The higher-level cognitive activities presumably make a greater contribution to genuine learning and understanding.

It turns out that a large majority of Clark County students engage often (3 to 6 times) or very often (7 or more times) in nearly all of the eight activities listed in the scale. From this evidence, one can argue that Clark County students, by and large, put a lot of high quality effort into learning course materials. Here are the activities and the percentages.

7 or more times	3-6 times	1-2 times	Never	
73	18	5	5	Listened attentively in class meetings.
56	19	12	13	Underlined major points in the readings.
55	23	16	6	Tried to see how different facts and ideas fit together.
53	24	15	8	Thought about practical applications of the material.
35	22	21	23	Worked on a paper, project, or assignment where you had to use ideas from various parts of the course.
40	25	20	16	Summarized major points and information in your readings or notes.
26	24	31	19	Tried to explain the material to another student or friend.
20	16	31	33	Did additional readings on topics that were introduced and discussed in the class.

High quality of effort in course learning is related, as one would surely hope, to higher grades and to time spent in activities that are related to school work.

Grades	Course Learning Scale Mean Scores
A	24.5
B	24.0
C	23.2

Time Spent on School Work	
About 50 hours a week or more	28.3
About 40 hours a week	25.4
About 30 hours a week	24.5
About 20 hours a week	24.2
About 10 hours a week	22.9
Less than 10 hours a week	20.2

There were no differences in the quality of effort put into course learning between women and men. Students who scored high on the Course Learning Scale were more likely than those who received lower scores to be older, enrolled full-time during the day at the Cheyenee campus, and attending college to prepare for transfer to a four-year college or university.

The quality of effort in course learning pays off, not only in better grades as noted above, but even more strikingly in the extent to which students believe they have made progress toward important educational objectives. The list below illustrates those outcomes in which high quality course learning effort (the upper one-third of the scores on the scale) reveal much greater progress than is revealed by students whose course learning scores put them in the lower one-third of the group.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on the Course Learning Scale	Among the Upper Third on the Course Learning Scale
Ability to learn on your own, pursue ideas, and find information you need.	47	79
Ability to put ideas together, to see relationships, similarities, and differences between ideas.	48	74
Ability to think analytically and logically	40	73
Ability to express ideas effectively in writing	38	71
Ability to express ideas effectively when speaking	35	67
Acquiring background and specialization for further education in some professional, scientific, or scholarly field	38	68
Gaining a broad general education about different fields of knowledge	35	64

STUDENTS' USE OF THE LIBRARY

In the Spring of 1981, a cross-section of 564 students at Clark County Community College responded to a series of statements about their use of the library. There were ten activities listed. Students indicated about how often they had engaged in each activity during the current school year (1980-1981). The activities ranged along a dimension from routine--used the library as a convenient and quiet place to study--to moderately exploratory--asked the librarian for help in finding material on some topic--to independent exploration and focused activity--ran down leads, looked for further references that were cited in things you read. Student responses to each of the statements about their use of the library during the school years are reported below.

7 or more times	3-6 times	1-2 times	Never	
18	15	21	46	Used the library as a quiet place to read or study materials you brought with you.
7	15	23	55	Used the card catalogue to find what materials there were on some topic.
4	8	29	59	Asked the librarian for help in finding material on some topic.
3	4	10	82	Read something in the reserve book room that was assigned by a faculty member.
4	6	19	71	Used indexes (such as the Reader's Guide to Periodical Literature) to journal articles.
2	9	21	68	Developed a bibliography or set of references for use in a term paper or some other class assignment.
6	12	18	64	Found some interesting material to read just by browsing in the stacks.
4	8	19	69	Ran down leads, looked for further references that were cited in things you read.
2	6	13	79	Used specialized bibliographies (such as Chemical Abstracts, Psychological Abstracts, etc.)
2	4	19	75	Gone back to read a basic reference or document that other authors had often referred to.

High quality of effort in use of the library is related to higher grades and to the amount of time spent on activities related to school work.

Grades	Library Scale Mean Scores
A	17.0
B	14.9
C	15.0

Time Spent on School Work	
About 50 hours a week or more	20.5
About 40 hours a week	17.5
About 30 hours a week	17.4
About 20 hours a week	14.9
About 10 hours a week	12.7
Less than 10 hours a week	12.0

The quality of effort in use of the library pays off, not only in better grades as noted above, but also in the extent to which students believe they have made progress toward important educational goals that are related to library use. The list below illustrates those outcomes in which high quality course learning efforts (the upper one-third of the scores on the scale) reveal much greater progress than is shown by students whose course learning scores put them in the lower one-third of the group.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third of Library Users	Among the Higher Third of Library Users
Ability to learn on your own, pursue ideas, and find information you need.	53	80
Ability to put ideas together, to see relationships, similarities, and differences between ideas.	52	75
Ability to think analytically and logically.	45	71
Ability to express ideas effectively in writing.	39	69
Ability to express ideas effectively when speaking.	39	67
Acquiring background and specialization for further education in some professional, scientific, or scholarly field	45	73
Gaining a broad general education about different fields of knowledge	39	69

EXPERIENCES IN WRITING

One of the scales in the Community College Student Experiences Survey focused on the quality of effort students invest in writing. The scale for Experiences in Writing ranges from general concern with words, grammar, and revisions by oneself to seeking criticism of others to greater concern with style. The activities that were used to illustrate different levels of effort, together with the percentages of Clark County students (N=564) who said they engaged in the activities "during the 1980-81 school year were as follows:

7 or more times	3-6 times	1-2 times	Never	
48	21	13	17	Used a dictionary or thesaurus to look up the proper meaning of words.
47	19	16	18	Consciously and systematically thought about grammar, sentence structure, paragraphs, word choice, and sequence of ideas or points as you were writing.
30	21	20	30	Wrote a rough draft of a paper or essay and then revised it yourself before handing it in.
19	11	23	46	Spent at least five hours or more writing a paper (not counting time spent in reading or at the library).
17	16	25	41	Asked other people to read something you wrote to see if it was clear to them.
20	16	24	40	Referred to a book or manual about style of wirting, grammar, etc.
17	16	28	39	Revised a paper or composition two or more times before you were satisfied with it.
9	10	23	58	Asked an instructor for advice and help to improve your writing.
3	5	14	79	Made an appointment to talk with an instructor who had criticized a paper you had written.

The responses to the activities in the Experiences in Writing Scale demonstrate that over one-half of the students had engaged in activities which show a concern with words, grammar, and revisions by oneself. However, 58 percent of the students had never asked an instructor for advice and help to improve their writing, and 79 percent of the students indicated that they never made an appointment to talk with an instructor who had criticized a paper the student had written.

The quality of effort students put into their writing was positively related to the degree of progress they made towards the attainment of goals most highly related to writing.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the lower Third in Writing	Among the higher Third in Writing
Ability to express ideas effectively in writing.	32	81
Ability to learn on your own, pursue ideas, and find information you need.	56	83
Ability to put ideas together, to see relationships, similarities, and differences between ideas.	47	77
Ability to think analytically and logically.	44	74

EXPERIENCES WITH FACULTY

To what extent do students at Clark County make an effort to talk with faculty members? This topic of faculty contacts was included in a questionnaire about student experiences answered by a cross-section of 564 students in the Spring of 1981. The specific question was: In your experience at this college during the current school year, about how often have you done each of the following? The activities and the responses were as follows:

7 or more times	3-6 times	1-2 times	Never	
13	22	43	23	Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc).
9	22	38	31	Visited informally and briefly with an instructor after class.
3	9	27	62	Met with a faculty member in his/her office.
15	22	35	28	Received helpful and constructive feedback on class assignments, papers, and tests from a faculty member.
6	11	32	52	Discussed ideas for a term paper or other class project with a faculty member.
7	15	27	51	Asked your instructor for comments and criticisms about your work.
4	10	31	55	Discussed your career plans and ambitions with a faculty member.

While many of the activities listed above are relatively infrequent, most students at least occasionally (one or two times) have asked their instructor for information related to a course they were taking; received helpful and constructive feedback on class assignments, papers, and tests from a faculty member; and visited informally and briefly with an instructor after class. However, more than one-half of the students noted that during the current school year they had never asked their instructor for comments and criticism about their work; discussed ideas for a term paper or other class project with a faculty member; discussed career plans and ambitions with a faculty member; and met with a faculty member in his or her office.

The amount and level of effort students put into making contacts with faculty is also related to other academic characteristics.

	Mean Scores on the Faculty Scale
College Credits Completed	
0-3	10.9
4-15	13.2
16-30	13.9
31+	14.0
Credits Enrolled	
Part-time	12.0
Full-time	14.7
Time of Classes	
Daytime	13.8
Evening	11.9
Both	13.5
College Grades	
C	12.6
B	13.1
A	14.9
Reason for Attending College	
Prepare for transfer	14.3
Prepare for immediate employment	13.1
Personal interest	12.9
Gain new skills	12.7
Prepare for a new career	12.6
Hours per week on school-related activities	
Less than 10	11.2
About 10	11.4
About 20	13.1
About 30	13.8
About 40	15.4
About 50 or more	18.2

Student ratings of their own progress toward important educational goals were also related to the quality of effort they made in contacts with faculty.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on the Experiences with Faculty Scale	Among the Upper Third on the Experiences with Faculty Scale
Increasing awareness of career opportunities in major area of interest	49	76
Gaining a broad general education about different fields of knowledge	39	66
Ability to put ideas together, to see relationships, similarities, and differences between ideas	52	78
Ability to learn on your own, pursue ideas, and find information you need	55	80
Ability to express ideas effectively in writing	44	69

EXPERIENCES IN READING

One of the scales in the Community College Student Experiences Survey focused on the quality of effort students invest in reading. The activities that were used to illustrate different levels of effort, together with the responses of the 564 Clark County students who completed the survey are presented below.

7 or more times	3-6 times	1-2 times	Never	
30	22	26	23	Spent time browsing at books in a bookstore or library.
10	17	31	42	Read something that was recommended by an instructor or another student (not part of a course).
19	22	33	27	Read a selection to remember facts, details, and major points.
25	24	27	24	Outlined or took notes on something that you read.
20	22	32	26	Told another person about a book or article that you read.
45	22	18	16	Used a dictionary to find out the meaning of a word.
41	29	20	10	Reread part of a selection to understand it better.
27	23	30	20	Read between the lines to understand the author's message.
31	25	26	18	Thought about how what you read related to your personal experiences.
30	22	26	21	Compared a selection you read with other information that you have acquired (e.g., T.V., personal knowledge).
30	22	26	23	Thought about some of the political, religious, sociological, or economic messages or implications of something you read.
30	24	26	20	Thought about the accuracy of the information presented by the author(s).
24	23	27	27	Evaluated the strengths and weaknesses of the author's point of view.

Over 40 percent of the students engaged often (3 to 6 times) or very often (7 or more times) in 12 of the 13 activities listed in the Experiences in Reading Scale. These findings indicate that students at Clark County, by and large, put a lot of high quality effort into their reading.

High quality of effort in reading is related to higher grades in college and to time spent in activities that are related to school/work.

Grades	Reading Scale Mean Scores
A	37.1
B	32.9
C	33.6
Time Spent on School Work	
About 50 hours a week or more	44.0
About 40 hours a week	38.6
About 30 hours a week	34.8
About 20 hours a week	34.5
About 10 hours a week	30.1
Less than 10 hours a week	26.7

The quality of effort in reading pays off, not only in better grades as noted above, but even more noticeably in the extent to which students believe they have made progress toward important educational objectives.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on the Experiences in Reading Scale	Among the Upper Third on the Experiences in Reading Scale
Gaining a broad general education about different fields of knowledge	35	72
Ability to learn on your own, pursue ideas, and find information you need	54	82
Increasing awareness of career opportunities in major area of interest	50	73
Ability to express ideas effectively in writing	26	76
Ability to put ideas together, to see relationships, similarities, and differences between ideas	43	77
Understanding yourself--your abilities, interests, and personality	49	79

EXPERIENCES IN SCIENCE AND TECHNOLOGY

In the Community College Student Experiences Survey, filled out by a cross-section of 564 students at Clark County Community College in the Spring of 1981, one of the topics focused on activities related to experiences in science and technology. There were seven activities listed. Students indicated about how often they had engaged in each activity during the school year. The activities ranged along a dimension intended to reflect increased levels of interest and involvement in science. Here are the activities and student responses.

7 or more times	3-6 times	1-2 times	Never	
12	12	24	52	Discussed topics with other students at this college related to science and technology such as energy, pollution, chemicals, military applications.
16	17	24	42	Read a popular account of scientific advances in the newspapers or magazines.
20	19	26	34	Watched special presentations about science on television.
27	18	25	30	Thought about how advances in science will affect my personal life and work.
14	16	26	45	Studied information presented in tables, charts, or graphs that accompanied an article about science.
4	7	21	68	Attended a lecture, demonstration or exhibit on some aspect of science (not a course).
8	6	24	62	Explained or illustrated a scientific principle or event to someone.

Over 30 percent of the students reported that they had engaged in the following activities 3 or more times during the school year: thought about how advances in science will affect their lives (45%); watched special presentations about science on television (39%); and read a popular account of scientific advances in the newspapers or magazines (33%). Over 50 percent of the students stated that during the current school year they had discussed topics with other students at the college related to science and technology such as energy, pollution, chemicals, and military applications.

Student scores on the Experiences in Science and Technology Scales were positively related to the degree of progress students felt they made toward achieving important educational goals pertaining to science and technology.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on the Experiencs in Science and Technology Scale	Among the Upper Third on the Experiences in Science and Technology Scale
Understanding the nature of science and experimentation	13	48
Understanding scientific and technical developments and their applications to society	18	57

QUALITY OF STUDENT EFFORT

IN ART, MUSIC, THEATER

In the Spring of 1981, a cross-section of 564 students at Clark County Community College responded to a series of statements about their participation in activities related to art, music, and theater. There were twelve activities listed. Students indicated about how often they had engaged in the activity during the current school year (1980-1981). The activities ranged along a dimension from talking about and attending cultural activities--talked about art with other students, attended a concert--to efforts toward greater understanding (seeking the views of experts and critics) and involvement--read or discussed the opinions of music critics. Student responses to each of the statements about their participation in cultural activities during the school year are reported below.

7 or more times	3-6 times	1-2 times	Never	
11	7	17	59	Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.
7	8	19	66	Gone to an art gallery or art exhibit.
7	5	13	75	Read or discussed the opinions of art critics.
15	4	9	73	Participated in some art activity (painting, pottery, weaving, drawing, etc.).
11	13	18	59	Talked about music (classical, popular, musicians, etc.) with other students at the college.
8	8	19	66	Attended a concert or other music event.
3	5	13	79	Read or discussed the opinions of music critics.
4	1	5	90	Participated in some music activity (orchestra, chorus, etc.).
5	6	16	73	Talked about the theater (plays, musicals, dance, etc.) with other students at the college.
4	6	17	73	Seen a play, ballet, or other theater performance.
3	4	12	82	Read or discussed the opinions of drama critics.
3	1	7	89	Participated in or worked on some theatrical production (acted, danced, worked on scenery, etc.).

Less than 25 percent of the students talked about art (24%), music (24%), or theater (11%) with other students at Clark County Community College three or more times during the 1980-1981 school year. Over 75 percent of the students stated that during the current school year they had never read or discussed the opinions of art critics (75%), music critics (79%), or drama critics (82%). In fact, over 65 percent of the students noted that during the time period considered they had not gone to an art gallery or art exhibit, attended a concert or other music event, or seen a play, ballet, or other theater performance.

The quality of effort students put into their cultural activities was positively associated with the degree of progress they made towards the attainment of important educational objectives. Comparisons on various outcome measures between students whose scores were in the upper and lower third on the Art, Music, and Theater Scales are presented below.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on Art, Music, Theater Scale	Among the Upper Third on Art, Music, Theater Scale
Developing an understanding and enjoyment of art, music, and drama	13	61
Gaining a broad general education about different fields of knowledge	38	68
Ability to express ideas effectively when speaking	44	67
Ability to express ideas effectively in writing	44	69
Understanding other people and the ability to get along with different kinds of people	54	75

QUALITY OF STUDENT EFFORT

IN OCCUPATIONAL COURSES

In the Spring of 1981, a cross-section of 564 Clark County Community College students responded to a series of statements concerning their experiences in an occupational laboratory or shop course. There were seven activities listed. Students indicated about how often they had engaged in each activity during their most recent occupational laboratory course. The experiences ranged from routine laboratory activities requiring that students simply follow directions, to experiences which would require more complex independent judgments. Student responses to each of the statements are reported below.

7 or more times	3-6 times	1-2 times	Never	
35	21	22	22	Worked on project exercises that could be successfully completed by following a set of written directions.
34	18	22	26	Completed assigned readings related to occupational laboratory/shop exercises before coming to the laboratory.
45	24	16	15	Made an effort to understand the reason for each step in the work procedure.
22	19	30	30	Attempted to explain use of equipment or laboratory skill to another student.
15	12	31	42	Repeated a laboratory or work procedure which didn't work.
24	22	27	26	Thought about the advantages and disadvantages of various equip or methods for performing a task.
20	14	26	41	Modified a procedure or laboratory skill to meet the needs of a " world" work situation.

The quality of effort students expend in occupational classrooms pays off in the extent to which they believe they have made progress toward important educational goals related to occupational courses. Students who exhibit high quality occupational classroom experiences (students in the upper one-third of the scale scores) are more likely to report that they have made "quite a bit" or "very much" progress toward each of the following educational goals.

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on the Occupational Classroom Scale	Among the Upper Third on the Occupational Classroom Scale
Vocational training - acquiring knowledge and skills applicable to a career	53	80
Increasing awareness of career opportunities in major area of interest	54	76
Ability to put ideas together, to see relationships, similarities, and differences between ideas	51	70
Ability to learn on own, pursue ideas, and find information you need	53	71

QUALITY OF STUDENT EFFORT IN SCIENCE LAB ACTIVITIES

A cross-section of 564 students at Clark County Community College filled out a College Student Experiences Survey in the Spring of 1981. The science lab activities scale was composed of seven items which ranged from relatively simple activities requiring little cognitive effort to more complex activities requiring substantial thought and understanding of scientific equipment.

Of those students who had had a science lab course, over fifty percent of them had never had the experience of explaining procedures to a classmate, repeating an experiment that didn't work, or working on a project in which they had to figure out what to do or look for.

7 or more times	3-6 times	1-2 times	Never	
27	14	13	47	Worked on laboratory exercises that could be successfully completed by following a set or written directions.
25	17	14	44	Made an effort to understand the reason for each step in the experimental procedure.
24	20	11	45	Read assignments before coming to the lab.
17	18	15	50	Attempted to explain an experimental procedure or lab skill to a classmate.
20	16	16	48	Practiced to improve your skill in using lab equipment.
15	8	23	54	Repeated an experiment which didn't work.
21	12	17	51	Worked on a project in which you had to figure out what to do or look for.

A much larger proportion of students who expend a high quality of effort in science lab activities (students in the upper third of the scale scores), report making substantial progress ("Quite a bit" and "Very much") toward science-related goals than do students who are in the lower third of the scale. Sixty-one percent of those expending high quality of effort in science labs report making progress toward "understanding the nature of science and experimentation" and "understanding scientific and technical developments and their applications in society."

	Percent of Students Indicating "Quite a Bit" or "Very Much" Progress	
	Among the Lower Third on the Science Lab Activities Scale	Among the Upper Third on the Science Lab Activities Scale
Understanding the nature of science and experimentation	19	61
Understanding scientific and technical developments and their applications to society	26	61
Ability to put ideas together, to see relationships, similarities, and differences between ideas	57	66
Ability to learn on your own, pursue ideas, and find information you need	57	70
Acquiring background and specialization for further education in some professional, scientific, or scholarly field	51	76

Table 1 (cont'd.)

Quality of Effort

Background Characteristics	Library	Faculty	Class-room	Occupational Classroom	Art, Music, Theater	Writing	Science	Reading	Scienc Lab
Enrollment Status									
Part-time	13.3	12.0	22.6	16.2	15.8	17.9	12.4	31.0	13.2
Full-time	17.3	14.6	25.0	18.3	19.4	22.2	15.0	36.8	16.2
Time attending Classes									
Daytime	15.4	13.8	24.2	17.3	19.2	21.2	14.1	35.6	14.2
Evening	14.1	12.0	23.0	16.2	15.5	18.4	12.3	30.7	13.6
Both	15.4	13.5	23.8	17.7	17.1	19.7	14.0	33.6	15.7
High School Degree									
Some high school	14.4	11.6	18.7	13.7	12.8	18.3	12.4	26.8	10.0
GED	15.3	13.5	25.3	17.3	18.0	21.2	15.0	36.4	12.7
High School Diploma	15.0	13.1	23.6	17.1	17.3	19.7	13.4	33.3	14.9
High School GPA									
A	15.6	13.1	24.5	17.6	17.0	20.8	13.5	34.7	14.7
B	14.7	13.1	24.0	17.5	17.6	19.8	13.8	33.2	15.2
C	15.3	13.2	23.2	16.5	16.5	18.9	13.3	33.4	14.1
College GPA									
A	17.0	14.9	25.0	19.2	18.9	22.0	15.7	37.1	17.2
B	14.9	13.1	23.6	16.9	17.8	19.3	13.7	32.9	12.9
C	15.0	12.1	23.3	16.2	16.7	21.2	12.8	33.6	15.8
Campus Enrolled									
Cheyenne	15.2	13.2	23.8	17.6	17.6	19.8	13.5	33.9	14.8
Henderson	12.9	12.5	22.7	14.4	15.4	21.2	14.1	30.8	16.2
Other Satellite Facility	14.5	13.2	23.2	14.4	16.6	19.6	13.1	30.1	11.7
Reason for Attending College									
Prepare for immediate employment	13.8	13.1	23.1	20.1	19.5	17.6	13.0	32.9	15.2
Prepare for new career	14.3	12.6	23.4	18.0	15.9	19.0	13.9	32.4	15.4
Advance in career	14.7	12.7	24.0	17.3	16.9	19.6	13.3	33.3	14.2
Prepare for transfer	17.5	14.3	24.5	15.4	19.1	23.0	14.5	35.3	15.8
Develop basic language skills	13.8	10.3	19.8	10.0	21.0	21.3	12.6	39.0	15.0
Personal interest	12.7	12.9	22.6	16.0	16.8	16.4	12.0	32.1	9.9

STUDENT CHARACTERISTICS AND QUALITY OF EFFORT

In Table 1 the mean scores on each of the quality of effort scales are reported in relation to every item in the background information section of the survey. These items are student characteristics, some of them being characteristics of students before or at the time of their entrance to college,and others are characteristics of their college experience. In this table, any difference between mean scores of one point or greater is always statistically significant. In fact, in most comparisons differences between means somewhat smaller than this are statistically significant, but for purposes of highlighting the main meaning of the data in Table 1 we will look especially at differences of at least one point or greater between the mean scores of students having different characteristics.

Table 1

RELATIONSHIPS BETWEEN STUDENT CHARACTERISTICS AND QUALITY OF EFFORT MEAN SCORES

	Quality of Effort Scale								
Background characteristics	Library	Faculty	Class-room	Occupational Classroom	Art, Music, Theater	Writing	Science	Reading	Science Lab
Sex									
Male	14.7	12.7	23.6	17.5	16.6	18.1	14.5	32.8	14.8
Female	15.4	13.5	23.8	16.6	18.2	21.5	12.5	34.1	14.4
Age									
18-22	15.2	12.8	23.2	17.2	18.2	20.0	12.7	32.0	14.3
23-29	15.1	13.3	23.7	17.7	16.8	19.0	13.9	33.8	16.0
30 or older	14.7	13.4	24.3	16.3	16.8	20.3	14.2	34.7	13.7
College Credits									
0-3	12.4	10.9	22.3	15.4	15.4	16.9	11.1	30.0	11.8
4-15	14.6	13.2	23.6	17.1	17.8	20.3	13.3	32.8	14.0
16-30	16.3	13.9	23.5	16.5	17.6	21.2	14.5	34.8	15.0
31 or over	16.6	14.0	24.8	18.5	18.1	20.8	14.7	35.7	16.7

Table 1 (cont'd)

Quality of Effort

Background Characteristics	Library	Faculty	Class-room	Occupational Classroom	Art, Music, Theater	Writing	Science	Reading	Science Lab
Hours a Week Spent on School Work									
About 50	20.5	18.2	28.3	21.6	24.3	24.5	18.0	44.1	18.1
About 40	17.5	15.4	25.4	18.0	20.1	23.6	17.0	38.6	18.8
About 30	17.4	13.8	24.5	18.7	17.7	20.4	13.7	34.8	15.4
About 20	14.9	13.1	24.2	16.7	17.8	20.7	13.8	34.5	15.3
About 10	12.7	11.4	22.9	15.0	15.1	18.2	12.5	30.1	11.9
Less than 10	12.0	11.3	20.2	13.0	14.3	15.7	10.5	26.7	9.8
Hours a Week Spent Working on a Job									
None	--	--	--	--	--	--	--	--	--
1-15	13.7	15.4	24.7	17.9	18.2	22.6	14.0	34.7	9.8
16-20	14.0	11.9	21.9	15.9	18.9	20.5	12.9	30.8	14.7
21-29	19.3	14.5	25.1	19.0	20.5	23.5	15.1	37.0	16.7
30-39	14.3	13.0	24.2	16.0	17.7	20.0	14.7	32.8	13.6
40 or more	14.4	12.6	23.3	16.7	16.1	18.8	13.1	32.3	13.4
Satisfaction with College									
Very satisfied	16.0	13.9	24.9	17.0	18.2	20.6	14.0	34.7	14.7
Satisfied	14.5	12.7	23.0	16.9	17.0	19.8	13.2	33.1	14.6
Not satisfied	13.2	12.7	22.8	19.3	13.3	14.3	13.7	29.2	16.1

The first major conclusion we can draw from this table relates to the connection between academic characteristics and academic effort. For example, if one regards certain quality of effort scales as being primarily concerned with academic and intellectual matters--quality of library use, contacts with faculty members, quality of effort in classroom learning, experiences in reading and in writing, and quality of effort in science laboratory activities--one would certainly suppose or at least hope that this type of academic, intellectual effort would increase with the number of credits students completed in college, would also pay off in higher grades, would be greater among students who aspired to continue their education at a four-year college

or university, and higher among students who spent more time on academic activities in college. These expectations are all amply confirmed by the results shown in Table 1. There is an increasing amount of quality of effort with respect to each of the Scales as students move from completing 0-3 units of college credit to 30 or more units, this higher quality of effort is associated with higher grades, is more likely to be found among students who are attending college to prepare for transfer to a four-year educational institution, and among students who spend more time studying.

A second major conclusion that can be drawn from examining Table 1 is that on all of the Quality of Effort Scales there are significant differences between full-time students and part-time students, between those who attend classes during the day and those who attend classes in the evening, between students who are enrolled at the Cheyenne campus versus students who are enrolled at the Henderson Campus or other satellite facilities, and between those who spend less than 30 hours a week working on a job and those who devote over 30 hours a week to a job. The factors of attending college full-time rather than part-time, during the daytime instead of the evening, taking courses at the Cheyenne campus as opposed to one of the branch facilities, and working on a job less than 30 hours per week as opposed to over 30 hours are definitely related to the extent to which one invests time and effort in a variety of activities associated with academic, intellectual, and personal development.

BACKGROUNDS AND ATTAINMENT OF EDUCATIONAL OBJECTIVES

In the Community College Student Experiences Survey, in addition to the background items, there are ten Quality of Effort Scales and fifteen statements of objectives or attainments. If one were to develop a table showing how each of these variables related to every other variable, the table would contain well over 1,000 entries. The basic meaning of the data might be much clearer if the number of variables were substantially reduced. In order to examine the data in a more parsimonious manner, the fifteen items in the estimate of gains section of the survey were placed into the following four categories.

Development of Intellectual Competencies. This factor or scale is comprised of the following five items:

1. Ability to think analytically and logically.
2. Ability to put ideas together, to see relationships, similarities, and differences between ideas.
3. Ability to learn on your own, pursue ideas, and find information you need.
4. Ability to express ideas effectively when speaking.
5. Ability to express ideas effectively in writing.

Attainment of General Education Objectives. This scale consists of the following four items:

1. Gaining a broad general education about different fields of knowledge.
2. Developing an understanding and enjoyment of art, music, and drama.
3. Understanding yourself--your abilities, interests, and personality.
4. Understanding other people and the ability to get along with different kinds of people.

Understanding Science and Technology. This scale is comprised of the following three items:

1. Understanding the nature of science and experimentation.
2. Understanding scientific and technical developments and their applications to society.
3. Understanding mathematics, word problems, probabilities, proportions, etc.

Vocational Training Objectives. This scale consists of the following three items:

1. Vocational training--acquiring knowledge and skills applicable to a career.
2. Increasing awareness of career opportunities in major areas of interest.
3. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.

In Table 2, the mean scores on each of the four estimate of gains factors are presented in relation to the student characteristics items.

Table 2

Relationships Between Student Characteristics and Mean Scale Scores on Estimates of Gains Factors

Student Characteristics	Developing Intellectual Competencies	Attaining General Education Objectives	Understanding Science and Technology	Vocational Training Objectives
Sex				
Male	13.3	10.0	6.6	8.2
Female	13.5	10.4	5.9	7.9
Age				
18-22	13.6	10.6	6.2	8.0
23-29	13.0	9.8	6.4	8.1
30 or older	13.6	10.0	6.1	8.2
College Credits				
0-3	12.0	9.1	5.6	7.4
4-15	13.4	10.5	6.2	8.0
16-30	13.5	10.4	6.2	8.2
31 or over	14.3	10.5	6.7	8.6

Table 2 (cont'd.)

Student Characteristics	Developing Intellectual Competencies	Attaining General Education Objectives	Understanding Science and Technology	Vocational Training Objectives
Enrollment Status				
Part-time	12.7	9.4	6.0	7.7
Full-time	14.3	11.1	6.6	8.5
Time Attend Class				
Daytime	14.0	10.7	6.2	8.3
Evening	12.7	9.7	5.9	8.1
Both	13.4	10.0	6.5	7.9
High School Degree				
Some high school	10.5	8.3	3.9	7.1
GED	13.6	10.9	6.3	8.6
High School Diploma	13.5	10.1	6.3	8.0
High School GPA				
A	13.8	10.2	6.6	8.2
B	13.7	10.2	6.3	8.2
C	13.0	10.0	6.1	7.9
College GPA				
A	14.1	10.3	6.4	8.6
B	13.6	10.5	6.3	8.2
C	13.2	10.3	6.5	7.6
Campus enrolled				
Cheyenne	13.4	10.2	6.2	8.1
Henderson	13.0	9.3	6.1	7.4
Other Satellite Facility	14.0	10.1	6.6	8.0
Reason for Attending College				
Prepare for immediate employment	12.4	9.6	5.9	8.0
Prepare for new career	13.0	9.8	6.2	8.3
Advance in career	12.8	10.0	6.2	8.2
Prepare for transfer	14.7	11.0	6.7	8.3
Develop basic learning skills	12.3	10.0	5.6	6.3
Personal interest	13.3	10.0	5.8	7.3

Table 2 (cont'd)

Student Characteristics	Developing Intellectual Competencies	Attaining General Education Objectives	Understanding Science and Technology	Vocational Training Objectives
Hours a Week Spent on School Work				
About 50	15.1	12.7	7.8	10.3
About 40	15.0	11.1	7.0	8.4
About 30	13.9	10.8	6.5	8.4
About 20	13.9	10.4	6.3	8.2
About 10	12.7	9.4	5.8	7.8
Less than 10	11.3	8.5	5.3	6.8
Hours a Week Spent Working on a Job				
None	--	--	--	--
1-15	14.1	10.7	6.5	8.1
16-20	13.8	10.7	6.4	8.1
21-29	14.5	11.2	6.2	8.1
30-39	14.6	11.1	6.8	8.2
40 or more	13.1	9.7	6.1	7.9
Satisfaction with College				
Very satisfied	14.4	11.0	6.8	9.0
Satisfied	12.8	9.7	5.8	7.5
Not satisfied	10.5	7.7	5.8	6.5

The data presented in Table 2 shows the connection between time expended in various activities and the attainment of important educational objectives. Generally, students who complete a greater number of college credits report higher gains scores on each of the four factors. As the number of hours a week spent on school work increases, so too do the reported gains scores. As might be expected, students who spend 40 or more hours per week working on a job report lower gains scores than students working part-time. Students enrolled full-time consistently report higher gains scores than part-time students.

Purpose and motivation level are also important factors when viewing gains made on educational objectives. Students who are attending college to prepare for transfer to a four-year education institution report higher scores on all four

gains factors than students attending college for any of the other reasons. As the overall satisfaction level with Clark County Community College increases, so too do the reported gains scores of the students.

STUDENTS' RATINGS OF THEIR ABILITIES AND THEIR USE OF SUPPORT SERVICES

What percentage of the students who felt they were weak (fair or poor) in an academic skill took advantage of a college assistance program designed to correct that deviciency?

Table 3

Percentage Who Used Support Service

Students' Ratings of Their Skills	Assistance with Reading Skills	Assistance with Writing Skills	Assistance with Study Skills	Assistance with Math Skills	Academic Counseling	Career Counseling
Math Skills						
Poor or Fair	--	--	9	11	--	--
Good or Excellent	--	--	9	13	--	--
Reading Skills						
Poor or Fair	17	--	15	--	--	--
Good or Excellent	8	--	7	--	--	--
Writing Skills						
Poor or Fair	--	10	11	--	--	--
Good or Excellent	--	9	8	--	--	--
Appreciation of Art, Music, and Theater						
Poor or Fair	10	9	8	10	28	15
Good or Excellent	10	10	10	13	41	24
Social Studies Skills						
Poor or Fair	11	11	11	12	28	16
Good or Excellent	9	9	8	12	41	23
Vocational Skills						
Poor or Fair	8	8	8	13	30	20
Good or Excellent	11	11	9	12	39	20
Study Habits						
Poor or Fair	9	11	9	11	30	17
Good or Excellent	10	9	9	12	40	23
Science Skills						
Poor or Fair	10	9	7	10	33	19
Good or Excellent	10	10	11	15	41	23

The data presented in Table 3 shows that of those students who rated themselves as either poor or fair in a skill area, less than 17 percent took advantage of a support program designed to assist them in that skill area. For example:

> Of the students who did not feel confident in their writing abilities, 10 percent received assistance with their writing skills;
>
> Of those students who did not feel confident in their reading abilities, 17 percent received assistance with their reading skills;
>
> Of those students who did not feel confident in their mathematical abilities, 11 percent received assistance with their math skills.

STUDENTS' RATINGS OF THEIR SKILLS AND PERCENTAGE WHO FELT THEY COULD BENEFIT FROM A SUPPORT SERVICE

One of the items in the Community College Student Experiences Survey had students indicate whether or not they felt they need assistance from a particular support service. The data presented in Table 4 represents the percentage of students who noted that they were weak in an academic skill area and who felt that they could benefit from a college assistance program designed to correct that deficiency.

Table 4

Student Ratings of their Skills and their Perceived Need for Assistance from an Appropriate College Support Service

Students' Ratings of Skills	Percentage Who Felt They Needed Service						
	Assistance with Reading Skills	Assistance with Writing Skills	Assistance with Study Skills	Assistance with Math Skills	Academic Counseling	Career Counseling	Job Placement Center
Math Skills Fair or Poor	--	--	23	22	--	--	--
Reading Skills Fair or Poor	27	--	32	--	--	--	--
Writing Skills Fair or Poor	--	23	23	--	--	--	--
Science Skills Fair or Poor	15	15	22	18	22	26	15
Social Studies Skills Fair or Poor	17	17	23	19	21	26	18
Vocational Skills Fair or Poor	16	16	23	19	21	26	15
Study Habits Fair or Poor	20	18	28	23	23	27	16
Appreciation of Art, Music, and Theater Fair or Poor	15	15	21	15	20	24	14

The information presented in Table 4 reveals that in most instances, between 20 and 30 percent of the students who did not feel confident in a skill area felt that they could benefit from a support program designed to assist them in that skill area. To illustrate; of those students who did not feel confident in their writing skills, 23 percent thought they needed the service provided by the college to assist students with writing skills.

STUDENTS' RATINGS OF THEIR SKILLS AND THE NUMBER OF COURSES TAKEN IN AN ACADEMIC AREA

The information presented in Table 5 represents the percentage of students who had rated their skills in a particular area as either "poor or fair" or "good or excellent" and who had taken one or more courses in a related area of study.

Table 5

Percent Who Completed One or More Courses in Area

Skill Area	Math	Science	English Composition	Literature	Social Studies	Writing Skills	Reading Skills	Math Skills	Study Skills	Data Processing	Social Sciences	Art, Dance, Music, Theater	ESL
Math Skills													
Poor/Fair	44	40	--	--	--	--	--	16	13	24	--	--	--
Good/Excellent	59	51	--	--	--	--	--	27	12	40	--	--	--
Reading Skills													
Poor/Fair	--	--	48	36	--	27	--	--	15	--	--	--	--
Good/Excellent	--	--	67	48	--	27	--	--	12	--	--	--	--
Writing Skills													
Poor/Fair	--	--	49	38	--	23	--	--	14	--	--	--	--
Good/Excellent	--	--	69	48	--	29	--	--	12	--	--	--	--
Appreciation of Art, Music, Theater													
Poor/Fair	--	--	57	40	--	--	--	--	--	--	48	19	--
Good/Excellent	--	--	67	48	--	--	--	--	--	--	52	45	--
Social Studies													
Poor/Fair	--	--	--	--	--	--	--	--	--	--	38	--	--
Good/Excellent	--	--	--	--	--	--	--	--	--	--	59	--	--
Study Habits													
Poor/Fair	--	--	--	--	--	27	17	22	15	--	--	--	6
Good/Excellent	--	--	--	--	--	27	16	22	10	--	--	--	6
Science													
Poor/Fair	47	36	--	--	--	--	--	17	11	34	47	--	--
Good/Excellent	60	59	--	--	--	--	--	28	14	34	56	--	--

The data shown in Table 5 reveals that students who felt they were good or excellent in a particular skill area were more likely to have taken a course in a subject area in which that skill was needed than students who noted that same skill as poor or fair. For example, a greater percentage of these students who rated their skills in mathematics as good or excellent had taken one or more courses in mathematics than students who rated their skills in mathematics as poor or fair (59% vs. 44%). To take another example, students who rated their writing skills as good or excellent were much more likely to have completed a course in English Composition than those who rated their skills in writing as poor or fair (69% vs. 49%).

APPENDIX

Copy of the Community College Student Experiences Survey
with Response Percentages to each Item

CLARK COUNTY COMMUNITY COLLEGE

OFFICE OF ASSISTANT TO THE PRESIDENT

February 17, 1981

Dear Student:

In cooperation with the Center for the Study of Community Colleges, Clark County Community College has developed the attached survey--the Community College Student Experiences Survey (CCSES). The survey is designed to learn more about how students spend their time in college-related activities so that staff, faculty, and administration can better shape the programs and services provided by the College.

I hope you will take a few minutes to complete the CCSES, and you can be assured that all of your responses are confidential. Thank you for participating in this important project.

Sincerely,

Dale Johnston

Dale A. Johnston
Assistant to the President

3200 EAST CHEYENNE AVENUE, NORTH LAS VEGAS, NEVADA 89030 (702) 643-6060

UNIVERSITY OF NEVADA SYSTEM COMMUNITY COLLEGE DIVISION
AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY

BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by marking the appropriate space under each question.

1. Are you:
   a. Male 50
   b. Female 50

2. How old are you?
   a. 18 or younger 17
   b. 19 - 22 31
   c. 23 - 29 27
   d. 30 - 39 19
   e. 40 - 59 14
   f. 60 or older 2
   $\bar{X}$ = 3

3. At this or any other college, how many credits have you completed?
   a. 0 14
   b. 1 - 3 7
   c. 4 - 15 29
   d. 16 - 30 19
   e. 31 - 60 21
   f. Over 60 10
   $\bar{X}$ = 4

4. For how many credits are you enrolled this semester?
   a. 1 - 3 14
   b. 4 - 6 24
   c. 7 - 11 19
   d. 12 or more 43
   $\bar{X}$ = 3

5. What time of day are your classes offered?
   a. Daytime 33
   b. Evening 31
   c. Both 36

6. Which of the following have you completed? (Check all that apply)
   a. Some high school 10
   b. GED 13
   c. High school diploma 86

7. About what was your high school grade average?
   a. A 12
   b. B 51
   c. C 29
   d. Below C 3
   e. I don't know 5
   $\bar{X}$ = 4

8. What is your grade point average in college?
   a. 4.0 - 3.5 (A) 29
   b. 3.4 - 3.0 (B) 35
   c. 2.9 - 2.0 (C) 16
   d. Below C 1
   e. I don't know 19
   $\bar{X}$ = 4

9. At what campus do you take your courses?
   a. Cheyenne 85
   b. Henderson 5
   c. Other satellite facility 10

10. What is the primary reason that you are attending college? (Mark one only)
    a. To prepare for immediate employment 6
    b. To prepare for a new career 26
    c. To gain new skills necessary for advancement in my career 26
    d. To prepare for transfer to a four-year college or university 27
    e. To develop basic learning skills (for example reading, writing, math) 1
    f. Personal interest 14

11. How would you rate your ability in each of the following areas?

	Excellent	Good	Fair	Poor
a. Mathematical skills	13	46	34	7
b. Reading	27	51	20	1
c. Writing	18	50	29	4
d. Science	8	38	46	9
e. Appreciation of art, music, and theater	24	38	30	9
f. Social Studies	12	47	36	5
g. Vocational skills	19	51	27	4
h. Study habits	8	47	38	7

12. For each of the subject areas listed below please indicate how many courses you have completed in college (include courses in which you are currently enrolled).

	No Courses	One Course	Two or more Courses
a. Art, dance, music, theater	65	15	20
b. Business	55	21	25
c. Resort Technologies (Casino, Food Service, Hotel)	83	6	11
d. Science	54	25	21
e. Mathematics	47	29	24
f. Data Processing	66	23	11
g. English Composition	37	35	28
h. Literature	55	28	17
i. Social Sciences	50	23	28
j. Health Occupations (Nursing, Dental Hygiene, EMT, Physical Education, Respiratory Therapy, Leisure/Recreation)	83	6	11
k. Technical (auto, welding, electronics, drafting)	74	12	14
l. Public Service (child development, administration of justice, fire science)	72	15	13
m. Writing skills courses	73	20	7
n. Reading skills courses	83	13	4
o. Study skills courses	88	9	3
p. Math skills courses	78	15	8
q. English as a second language courses	94	4	2

13. During the time school is in session, about how many hours a week do you usually spend on activities that are related to your school work? This includes time spent in class and time spent studying.

a. About 50 hours a week or more	5
b. About 40 hours a week	10
c. About 30 hours a week	
d. About 20 hours a week	
e. About 10 hours a week	
f. Less than 10 hours a week	1

$\bar{X} = 3$

14. During the time school is in session, about how many hours a week do you usually spend working on a job?

a. None. I am not employed during the school year.	1
b. 1 - 15 hours	6
c. 16 - 20 hours	8
d. 21 - 29 hours	9
e. 30 - 39 hours	9
f. 40 or more hours	68

$\bar{X} = 4$

15. Which of the following services have you used at this college? How effective were the following services you used? Which of the following services do you feel that you need? Please check each item in the appropriate column.

		I have used this service & found it effective	I have used this service & found it ineffective	I feel that I need this service
a.	Academic counseling	26.1	8.9	19
b.	Assistance with reading skills	7.6	2.1	14
c.	Assistance with writing skills	7.3	2.3	15
d.	Assistance with study skills	7.3	1.6	19
e.	Assistance with math skills	9.8	2.9	16
f.	Career counseling	13.7	6.0	23
g.	Job placement center	6.6	5.9	15
h.	Student government services	5.1	3.0	11
i.	Assistance with veterans' issues	19.1	3.7	9
j.	Assistance with women's issues	4.6	2.7	8
k.	Assistance with financial aid	18.8	5.7	13
l.	Assistance with registration	39.7	5.9	8

DIRECTIONS: In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the spaces to the left of each statement.

Library Experiences

7 or more times	3-6 times	1-2 times	Never	
18	15	21	46	Used the library as a quiet place to read or study materials you brought with you.
7	15	23	55	Used the card catalogue to find what materials there were on some topic.
4	8	29	59	Asked the librarian for help in finding material on some topic.
3	4	10	82	Read something in the reserve book room that was assigned by a faculty member.
4	6	19	71	Used indexes (such as the Reader's Guide to Periodical Literature) to journal articles.
2	9	21	68	Developed a bibliography or set of references for use in a term paper or some other class assignment.
6	12	18	64	Found some interesting material to read just by browsing in the stacks.
4	8	19	69	Ran down leads, looked for further references that were cited in things you read.
2	6	13	79	Used specialized bibliographies (such as Chemical Abstracts, Psychological Abstracts, etc.)
2	4	19	75	Gone back to read a basic reference or document that other authors had often referred to.

DIRECTIONS: In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the spaces to the left of each statement.

Experiences with Faculty

7 or more times	3-6 times	1-2 times	Never	
13	22	43	23	Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc).
9	22	38	31	Visited informally and briefly with an instructor after class.
3	9	27	62	Met with a faculty member in his/her office.
15	22	35	28	Received helpful and constructive feedback on class assignments, papers, and tests from a faculty member.
6	11	32	52	Discussed ideas for a term paper or other class project with a faculty member.
7	15	27	51	Asked your instructor for comments and criticisms about your work.
4	10	31	55	Discussed your career plans and ambitions with a faculty member.

DIRECTIONS: About how often have you done each of the following activities in this course? Indicate your response by filling in one of the spaces to the left of each statement.

Classroom Learning

73	18	5	5	Listened attentively in class meetings.
56	19	12	13	Underlined major points in the readings.
55	23	16	6	Tried to see how different facts and ideas fit together.
53	24	15	8	Thought about practical applications of the material.
35	22	21	23	Worked on a paper, project, or assignment where you had to use ideas from various parts of the course.
40	25	20	16	Summarized major points and information in your readings or notes.
26	24	31	19	Tried to explain the material to another student or friend.
20	16	31	33	Did additional readings on topics that were introduced and discussed in the class.

DIRECTIONS: Think of the most recent occupational laboratory course you have had at this college. In that course about how often have you done each of the following? If you had never had an occupational laboratory or shop course, omit these items.

Occupational Classrooms

7 or more times	3-6 times	1-2 times	Never	
35	21	22	22	Worked on project exercises that could be successfully completed by following a set of written directions.
34	18	22	26	Completed assigned readings related to occupational laboratory/shop exercises before coming to the laboratory.
45	24	16	15	Made an effort to understand the reason for each step in the work procedure.
22	19	30	30	Attempted to explain use of equipment or laboratory skill to another student.
15	12	31	42	Repeated a laboratory or work procedure which didn't work.
24	22	27	26	Thought about the advantages and disadvantages of various equipment or methods for performing a task.
20	14	26	41	Modified a procedure or laboratory skill to meet the needs of a "real world" work situation.

DIRECTIONS: In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the spaces to the left of each statement.

Art, Music, Theater

17	7	17	59	Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.
7	8	19	66	Gone to an art gallery or art exhibit.
7	5	13	75	Read or discussed the opinions of art critics.
15	4	9	73	Participated in some art activity (painting, pottery, weaving, drawing, etc.).
11	13	18	59	Talked about music (classical, popular, musicians, etc.) with other students at the college.
9	8	19	66	Attended a concert or other music event.
3	5	13	79	Read or discussed the opinions of music critics.
4	1	5	90	Participated in some music activity (orchestra, chorus, etc.).
5	6	16	73	Talked about the theater (plays, musicals, dance, etc.) with other students at the college.
4	6	17	73	Seen a play, ballet, or other theater performance.
3	4	12	82	Read or discussed the opinions of drama critics.
3	1	7	89	Participated in or worked on some theatrical production (acted, danced, worked on scenery, etc.).

DIRECTIONS: In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the spaces to the left of each statement.

Experience in Writing

7 or more times	3-6 times	1-2 times	Never	
48	21	13	17	Used a dictionary or thesaurus to look up the proper meaning of words.
47	19	16	18	Consciously and systematically thought about grammar, sentence structure, paragraphs, word choice, and sequence of ideas or points as you were writing.
30	21	20	30	Wrote a rough draft of a paper or essay and then revised it yourself before handing it in.
19	11	23	46	Spent at least five hours or more writing a paper (not counting time spent in reading or at the library).
17	16	25	41	Asked other people to read something you wrote to see if it was clear to them.
20	16	24	40	Referred to a book or manual about style of wirting, grammar, etc.
17	16	28	39	Revised a paper or composition two or more times before you were satisfied with it.
9	10	23	58	Asked an instructor for advice and help to improve your writing.
3	5	14	79	Made an appointment to talk with an instructor who had criticized a paper you had written.

DIRECTIONS: In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the spaces to the left of each statement.

Experiences in Science and Technology

12	12	24	52	Discussed topics with other students at this college related to science and technology such as energy, pollution, chemicals, military applications.
16	17	24	42	Read a popular account of scientific advances in the newspapers or magazines.
20	19	26	34	Watched special presentations about science on television.
27	18	25	30	Thought about how advances in science will affect my personal life and work.
14	16	26	45	Studied information presented in tables, charts, or graphs that accompanied an article about science.
4	7	21	68	Attended a lecture, demonstration or exhibit on some aspect of science (not a course).
8	6	24	62	Explained or illustrated a scientific principle or event to someone.

DIRECTIONS: In your experience at this college during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the spaces to the left of each statement.

Experiences in Reading

7 or more times	3-6 times	1-2 times	Never	
30	22	26	23	Spent time browsing at books in a bookstore or library.
10	17	31	42	Read something that was recommended by an instructor or another student (not part of a course).
19	22	33	27	Read a selection to remember facts, details, and major points.
25	24	27	24	Outlined or took notes on something that you read.
20	22	32	26	Told another person about a book or article that you read.
45	22	18	16	Used a dictionary to find out the meaning of a word.
41	29	20	10	Reread part of a selection to understand it better.
27	23	30	20	Read between the lines to understand the author's message.
31	25	26	18	Thought about how what you read related to your personal experiences.
30	22	26	21	Compared a selection you read with other information that you have acquired (e.g., T.V., personal knowledge).
30	22	26	23	Thought about some of the political, religious, sociological, or economic messages or implications of something you read.
30	24	26	20	Thought about the accuracy of the information presented by the author(s).
24	23	27	27	Evaluated the strengths and weaknesses of the author's point of view.

DIRECTIONS: Think of the most recent science laboratory course you have had at this college. In that course about how often have you done each of the following? If you have never had a science laboratory course, omit these items.

Science Lab Activities

27	14	13	47	Worked on laboratory exercises that could be successfully completed by following a set of written directions.
25	17	14	44	Made an effort to understand the reason for each step in the experimental procedure.
24	20	11	45	Read assignments before coming to the lab.
17	18	15	50	Attempted to explain an experimental procedure or lab skill to a classmate.
20	16	16	48	Practiced to improve your skill in using lab equipment.
15	9	23	54	Repeated an experiment which didn't work.
21	12	17	51	Worked on a project in which you had to figure out what to do or look for.

DIRECTIONS: In thinking over your experiences in college up to now, to what extent do you feel you have gained or made progress in each of the following areas? Indicate your response by filling in one of the spaces to the left of each statement.

Estimate of Gains

Very Much	Quite a bit	Some	Very Little	
25	30	30	16	Vocational training--acquiring knowledge and skills applicable to a career.
27	35	27	12	Increasing awareness of career opportunities in major area of interest.
25	21	29	15	Acquiring background and specialization for further education in some professional, scientific, or scholarly field.
20	32	34	14	Gaining a broad general education about different fields of knowledge.
16	13	23	48	Developing an understanding and enjoyment of art, music, and drama.
31	33	28	9	Understanding yourself--your abilities, interests, and personality.
29	33	29	10	Understanding other people and the ability to get along with different kinds of people.
8	17	32	43	Understanding the nature of science and experimentation.
12	21	32	36	Understanding scientific and technical developments and their applications to society.
20	35	36	9	Ability to think analytically and logically.
16	22	34	28	Understanding mathematics, word problems, probabilities, proportions, etc.
20	40	33	8	Ability to put ideas together, to see relationships, similarities, and differences between ideas.
29	37	27	7	Ability to learn on your own, pursue ideas, and find information you need.
20	31	36	14	Ability to express ideas effectively when speaking.
21	33	33	14	Ability to express ideas effectively in writing.

Over-all Satisfaction

Very Satisfied	Satisfied	Not Satisfied	
42	54	5	My over-all satisfaction with Clark County Community College is?